

National Park Service

# Historical Influences on the Buffalo River Area and Its People

## Unit 1 – Historical Influences

## **Influences on the Buffalo River Area and Its People – Unit 1 – Historical Influences**

### **Overview:**

This unit is comprised of 4 lesson plans: Early Settlers, Mining in Arkansas, The Path to Arkansas Statehood, and The Civil War in Arkansas.

**Grade Level:** 9 – 12<sup>th</sup> grades

**Duration:** 1 to 3 class periods for each lesson; some lessons have an additional ½ day on-site visit

**Group size:** one classroom – 10 to 30 students

**Subject areas:** Arkansas History; Language Arts

### **Arkansas History – Social Studies Curriculum Frameworks:**

G.1.AH.9-12.3 Analyze factors contributing to the settlement of Arkansas (e.g., climate, water, accessibility)

EA.3.AH.9-12.6 Research the reasons for migration to pre-territorial Arkansas (e.g., Mississippi Bubble)

G.1.AH.9-12.3 Analyze factors contributing to the settlement of Arkansas (e.g., climate, water, accessibility)

TPS.4.AH.9-12.7 Analyze the process to achieve statehood:

- petition for statehood
- congressional approval
- Michigan/Arkansas

### **Language Arts – Common Core Curriculum Standards:**

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **National Standards:**

NSS-G.K-12.2 PLACES AND REGIONS - Understand how culture and experience influence people's perceptions of places and regions.

## **Influences on the Buffalo River Area and Its People**

### **Unit 1 – Lesson Plan 1- Early Settlers (1800s – 1900s)**

#### **Objectives:**

At the end of the lesson, students will be able to:

- 1) Describe the Homestead Act and explain how it influenced settlers to move to Arkansas
- 2) Explain characteristics of settler life in Arkansas

#### **Instructional resources needed:**

On-site visit to the Collier Homestead – contact Tyler Bend Visitors Center, Buffalo National River – (870) 439-2502

Computers – or – library research materials (if no computers are available students will also need poster board, markers, paper, and writing utensils to present their material)

**Time required:** 2 to 3 class periods plus ½ day on-site visit

#### **Procedures:**

##### **Set:**

1) Have the students read the **Teacher Background** article (p.1 of teacher resources). Tell the students they will be visiting the Collier homestead and facilitate a class discussion on why settlers moved to Arkansas, how the land type and natural resources influenced settler life, and what a typical Arkansas homestead would look like.

2) On-site visit with the Buffalo National River Park Service to the Collier Homestead.

##### **Teach:**

Students will use computers or library resources to create a presentation\* with the following components:

- 1) a description of the Homestead Act and how it influenced settlers to move to Arkansas
- 2) an explanation of how the type of land chosen influenced the individual settler life style
- 3) a description of settler life; i.e. what crops did they raise, how did they supplement those crops, what materials did they use to build houses, what type of livestock was raised and for what purpose, etc (the teacher can decide how many descriptions they must include)

\*Students should utilize available technology to produce a presentation appropriate to their age/ability level; some suggestions are slide show presentations, brochures, videos, and interactive computer modules.

**Closure:**

The teacher will facilitate a class discussion on:

How the Homestead Act influenced settlers to move to Arkansas?

How did the type of land chosen affect the individual settler lifestyle?

How settler life compares to the lives they lead today?

**Assessment:**

Student presentations will be graded using a rubric of the teacher's choosing (the rubric should be explained to the students before they begin making the presentations)

**Differentiation:**

Some strategies to consider:

1) Reading the information sheet aloud to non-readers

2) Highlighting/posting the information sheet for poor readers

**Extension Suggestions:**

1) Have the students research their family tree to see where and how their settler ancestors lived during the 1800s-1900s.

2) Have students host a pioneer day for younger students; displays, storytelling, hands-on pioneer activities, food sampling, music/songs

## **Unit 1 – Lesson Plan 2- Mining in Arkansas (1800s – 1900s)**

### **Objectives:**

At the end of the lesson, students will be able to:

- 1) Identify the types of mines in the Buffalo River area
- 2) Explain what effects mining had on the area and the settlers

### **Instructional resources needed:**

Computers – or – library research materials (if no computers are available students will need paper, and writing utensils to write their report)

**Time required:** 2 to 3 class periods (extension – ½ day field trip)

### **Set:**

Show the video “*Crater of Diamonds Story*”

[http://www.youtube.com/watch?feature=player\\_embedded&v=Y6vr0aYJwI4](http://www.youtube.com/watch?feature=player_embedded&v=Y6vr0aYJwI4)

### **Teach:**

- 1) Facilitate a class discussion on what other minerals may have been mined in early Arkansas and how mining may have affected the lives of the settlers in the area
- 2) Generate a class list of suggested minerals and effects; keep for later discussion comparison
- 3) Tell the students that they will be preparing a written report with the following topics:
  - a. Descriptions of two, or more, types of mining operations taking place in in the Buffalo River area during the late 1800s, early 1900s
  - b. Formulating and supporting an opinion on how mining affected the lives of settlers in the area
- 4) Allow the students adequate research/production time, using either internet or library resources

### **Closure:**

Facilitate a final class discussion on what students discovered in their research (what other minerals may have been mined in early Arkansas and how mining may have affected the lives of the settlers in the area); does the research support the results of the earlier class discussion. If not, discuss any discrepancies and how/why they occurred.

### **Differentiation:**

Teachers will want to adjust the type, length, and depth of the report to the abilities of their students

### **Extension Activity:**

The Buffalo National River Park offers a visit to the Rush mining town in its program, *A Day By The Buffalo*. Contact the Tyler Bend Visitors Center, Buffalo National River – (870) 439-2502 – to schedule a class visit.

## **Unit 1 – Lesson Plan 3- The Path to Arkansas Statehood**

### **Objectives:**

At the end of this lesson, students will be able to:

- 1) Identify the key steps for Arkansas achieving statehood
- 2) Create an appropriate relative time-line for Arkansas statehood

### **Instructional resources needed:**

Long sheet of blank paper to create a class relative time-line

Cut-outs of key events (see teacher resource p.2)

Tape

Computer lab/library resources

**Time required:** 1 to 2 class periods

### **Set:**

#### **Before class:**

- 1) Tape the blank paper to a classroom wall
- 2) Cut out key events

#### **At the beginning of class:**

- 1) Tell the students that today they will be exploring the path to Arkansas statehood
- 2) Pass out cut-outs
- 3) Have the students tape the cut-outs (without dates) to the paper in the order they feel reflects an accurate relative time-line; allow enough time for students to interact/discuss what order the cut-outs should be arranged in

### **Teach:**

Have the students research the events leading to Arkansas statehood and create their own time-line

### **Closure:**

- 1) Facilitate a class discussion on:  
Is the class time-line accurate?  
What changes still need to be made and why?
- 2) Adjust the class time-line as needed; (see teacher resource p.3)

### **Assessment:**

The following day, students will re-create an accurate, relative time-line as a quiz

### **Extension Activities:**

- 1) Have students research, create a report on, what impact each of these events had on Arkansas settlers
- 2) Have students create, and justify, hypothetical situations that may have occurred had any one, or more, events not occurred

## Unit 1 – Lesson Plan 4 – Impact of the Civil War on Arkansas

### Objectives:

At the end of the lesson, students will be able to:

Describe how the Civil War impacted Arkansas families

Explain the terms: bushwackers, jayhawkers, guerrillas

Develop and support a stance as to whether or not the impact is still relevant to Arkansas today

### Instructional resources needed:

Internet access with speakers for podcast

**Time required:** 2 to 3 class periods

### Prior to class:

The teacher will cut out the themes on teacher resource page 4 and have them in a container ready for students to draw from.

### Set:

Listen to the podcast “**Confederate Women of Arkansas:** Ellen Lewis of the Arkansas Civil War Sesquicentennial Commission describes the experiences of Arkansas women during the Civil War”.

<http://www.arkansascivilwar150.com!/Userfiles/podcasts/Ellen%20Lewis%20Arkansas%20Women%20mixdown.mp3>

### Teach:

- 1) Facilitate a class discussion on whether the stories told in the podcast were typical for women in the Buffalo River area; why/why not.
- 2) Tell the students that they will be creating their own podcasts and written materials supporting the podcasts; the students will be divided into small groups of 3-4; each group will draw a theme; their podcast will be about the theme they have drawn.
- 3) Each podcast will include a 3-5 minute verbal description of war experiences from a first person viewpoint.
- 4) The supporting materials will include at a minimum:
  - a. the written form of the oral podcast
  - b. a brief, one page, report documenting the sources used for the podcast; students must cite at least 3 sources and what information was gained from each source

### Closure:

Facilitate a final class discussion on what students discovered in their research and does the research support the results of the earlier class discussion. If not, discuss any discrepancies and how/why they occurred.



**Assessment:**

The students will be required to write a take-home essay on the following prompts:

- 1) "Explain how the Civil War impacted Arkansas families; use at least two first person accounts from yesterday's class podcasts to support your response."
- 2) Answer the question: Is that impact still relevant in Arkansas today? Be sure to support your stance with at least three reference sources.

**Differentiation:**

Teachers will want to adjust the type, length, and depth of the podcasts and reports to the abilities of their students. If podcast technology is not available, students may give oral presentations or create/present a skit.

**Extension activity:**

Pea Ridge National Military Park has a lot to offer the schools in our region. From short field trips to extensive all day affairs, the staff of Pea Ridge National Military Park will work with teachers to make history come alive. School groups take self-guided tours of the 4,300 acre battlefield. Many students enjoy period-oriented gift shop items such as harmonicas and "game of graces." Our staff are available for demonstrations as well.<sup>4</sup>

Please click on the link and fill out a reservation form to [plan a field trip](#).

**Additional video:**

Video from AETN about jayhawkers, bushwackers, and effect of civil war on Arkansas

<http://flash.aetn.org/aetnplayer.html?source=http://flash.aetn.org/vod/edu/gen/2009/cultureC-mp4.flv>

## **PIONEER HISTORY/OZARK CULTURE-Collier Homestead Tour<sup>1</sup>**

Change came slow to the Ozark mountains, and settlers depended upon their own resourcefulness long after “conveniences” were common in other regions of the United States.

### **TEACHER BACKGROUND**

In the 1800s, Arkansas was part of the *frontier* of the United States. Most areas east of the Mississippi River were settled, but much of the land west of the river was still uncharted territory. Maps of the west contained little detail, and only the most adventuresome souls attempted to cross into these unsettled lands. The United States government encouraged people to move further west to help expand the boundaries of the growing nation. In 1862, the *Homestead Act* was established to assist people in their *migration*, or westward movement.

Under the Homestead Act, people could gain ownership of government lands in exchange for improvements to it. The act helped both the United States government and its citizens: it encouraged settlement of the West, and also gave people the chance to become landowners. Wealth was not necessary to take advantage of the new act, only a willingness to work hard, the ability to withstand hardships, and the resourcefulness to make it on your own. People who possessed such traits settled frontier areas like the Buffalo River Valley.

The earliest settlers to the river valley arrived in the 1830s and homesteaded the bottomlands along the river where the soil was best for growing crops. Eventually, the most fertile land was claimed and settlers began homesteading land atop the rises or “benches” that overlooked the valley. By the 1930s, the only patches of unclaimed land that remained lay atop the highest ridges where the land was least fertile, but the views were most spectacular. Sod Collier and his family lay claim to one of these tracts in the 1930s, becoming one of the last families to homestead land in the Buffalo River Valley.

Today, the National Park Service tells the story of the settlement of the Buffalo River Valley, *preserving* the traditions, names, and places of those who tamed this portion of the frontier.

**Time-line Cut-outs**  
(Without dates)

Louisiana Purchase
District of Louisiana And Territory of Orleans created
District of Louisiana changed to Louisiana Territory
District of Arkansas created
District of Arkansas changed to Arkansas County in Missouri Territory
Arkansas Territory created
First territorial governor – James Miller
Arkansas delegate – John Ambrose – congressional resolution to explore the possibility of making Arkansas a state
Congressional committee presents bill to admit Arkansas and Michigan as states Bill defeated
Arkansas legislature orders the election of delegates to constitutional convention
Delegates creates a constitution, sends it to Congress, requests admission as state
Senate approves statehood for Arkansas and Michigan
House opposes statehood
House approves statehood

**Finished Time-line**  
(With dates)

Louisiana Purchase (see map on teacher resource p.3)	1803
District of Louisiana And Territory of Orleans created	1804
District of Louisiana changed to Louisiana Territory	1805
District of Arkansas created	1806
District of Arkansas changed to Arkansas County in Missouri Territory	1812
Arkansas Territory created	1819
First territorial governor appointed – James Miller	1819
Arkansas delegate – John Ambrose – congressional resolution to explore the possibility of making Arkansas a state	1833
Congressional committee presents bill to admit Arkansas and Michigan as states Bill defeated	1834
Arkansas legislature orders the election of delegates to constitutional convention	1835
Delegates creates a constitution, sends it to Congress, requests admission as state	January 1836
Senate approves statehood for Arkansas and Michigan	April 1836
House opposes statehood	April 1836
House approves statehood	June 1836

Map of Louisiana Purchase

<http://www.enchantedlearning.com/Home.html>



Bushwacker
Jayhawker
Guerrilla
Mother, 4 children under 12 years old, rural farm, Confederate husband gone to war
Mother, 4 children under 12 years old, rural farm, Union husband gone to war
Confederate soldier, infantry
Union soldier, infantry
Young boy, 10 years old, brother of Confederate soldier
Young boy, 10 years old, brother of Union soldier
Worker in local saltpeter mine
Grist mill owner
Store owner, rural area

Excerpts from:

A. **LIFE, LEISURE, AND HARDSHIP ALONG THE BUFFALO**<sup>2</sup>, Historic Resources Study  
Buffalo National River, Theodore Catton, Principal Investigator, CHAPTER FIVE: SECESSION AND  
CIVIL WAR

“Any man of military age who was reluctant to enroll was suspected of being a Unionist and might thereby subject his family to surveillance, insult, and abuse by his neighbors.”

“...guerrilla warfare was the paramount military activity in Arkansas, forming the context for most of the fighting, terror, and suffering.”

“And the guerrillas generally did prey on one side of the civilian population or the other...”

“If they targeted southern sympathizers, they were called “jayhawkers”. If they victimized Unionists, they were called “bushwackers”.”

“Mary Ann Cash, another Richland woman, hid her children in the chimneys of her house during these raids.”

“Abner Casey’s widow and children lived in a cave until the end of the war.”

“...time of hunger as well as terror.”

“...people began to dig up dirt floors in all the smoke houses in the country and mine the dirt for salt.”

B. **“Life in Confederate Arkansas**<sup>3</sup>”, chapter 4

“Food was the most crucial problem of the war years.”

“The Ozark counties in particular were overrun for the most of the war by guerrillas, jayhawkers, and bushwackers.”

“Guerrilla warfare as conducted by these outlaw bands was merciless. Murder, arson, robbery, rape, pillage and ambush characterized their operations. Some irregulars attacked only those who sympathized with the other side in the war, but others raided wherever loot could be found. Regular army troops of both sides hunted down and killed the outlaws. For years after the war bandits continued to roam the hills, and killings continued as returning soldiers took revenge for wrongs done their families and kinsmen.”

Additional resources:

<sup>1</sup> <http://www.nps.gov/buff> - *A Day By The Buffalo*; Collier Homestead Tour; Rush Ghost Town;

<sup>2</sup> [http://www.nps.gov/history/history/online\\_books/buff/life\\_leisure.pdf](http://www.nps.gov/history/history/online_books/buff/life_leisure.pdf)

<sup>3</sup> <http://arkansascivilwar.com>

<sup>4</sup> <http://www.nps.gov/peri/index.htm>

<http://www.craterofdiamondsstatepark.com/>

[http://www.pccua.edu/keough/path\\_to\\_statehood.htm](http://www.pccua.edu/keough/path_to_statehood.htm)

[www.pccua.edu/keough/path\\_to\\_statehood.htm](http://www.pccua.edu/keough/path_to_statehood.htm)

[www.encyclopediaofarkansas.net](http://www.encyclopediaofarkansas.net)

<http://arkansascivilwar.com>

Guerrillas: The Real War in Arkansas – Harding University -

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=48&cad=rja&ved=0CGAQFjAHOCg&url=http%3A%2F%2Fwww.harding.edu%2Fjndockery%2FHarding%2FHIST\\_402\\_files%2FSUTHERLAND%2520GUERRILLAS.pdf&ei=cAzoUYq3OJbd4AOh7YH4Aw&usg=AFQjCNH8ODmI\\_UAFhpIFoQtKUJcBUBsLSA](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=48&cad=rja&ved=0CGAQFjAHOCg&url=http%3A%2F%2Fwww.harding.edu%2Fjndockery%2FHarding%2FHIST_402_files%2FSUTHERLAND%2520GUERRILLAS.pdf&ei=cAzoUYq3OJbd4AOh7YH4Aw&usg=AFQjCNH8ODmI_UAFhpIFoQtKUJcBUBsLSA)